DOCUMENT RESUME

ED 385 242 IR 017 254

TITLE	CNN Newsroom Classroom Guides. July 1-31, 1995.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	Jul 95
NOTE	71p.; There are no guides for July 3, 4, 13, and 19.
AVAILABLE FROM	Electronic version: Gopher: ericir.syr.edu/lesson plans/CNN Newsroom Daily Lesson Plans; URL gopher://ericir.syr.edu: 70/11/Lesson/CNN.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	Cable News Network; CNN Newsroom

ABSTRACT

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of July provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) British Prime Minister John Major, trade and Tijuana, sports physics, and air pollutants (July 3-7); (2) ozone-eaters, U.S./Vietnam relations, Russian leaders, cultural history, specialty repair occupations, and marketing Vietnam (July 10-14); (3) disabilities and independence barriers, options in Bosnia, archaeological artifacts, drug and alcohol abuse statistics, genetic engineering, and perspectives on race-based admissions (July 17-21); (4) creating a home page, preparing for and hosting the Olympics, Chinese culture and history, racial classification, industry "clusters," Bosnia's "safe havens," backyard universe, origins of English, language of war, and newsmakers in Bosnia (July 24-28); and (5) technology for the physically challenged, and a tree census (July 31). (MAS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 385 242

CNN Newsroom Classroom Guides. July 1-31, 1995

by Turner Educational Services

IR017254

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

L.C. Pugliese

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Date: Thu, 3 Aug 1995 09:12:45 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 05 Classroom guide

Wednesday, July 5, 1995

ANCHOR DESK

How do you spell discovery? T-A-L! That's Turner Adventure Learning and we're delivering the latest in distance education to schools everywhere. Our electronic field trips are live, interactive events!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	British Prime Minister John Major wins a convincing victory and holds onto power.	2:35
AROUND THE WORLD	3	Stolen weapons connected to Oklahoma City bombing?...Japanese commuters escape a possible gas attack...Israel and PLO will sign new peace agreement...	1:30
HEADLINES	4	SHUTTLE AND MIR GO THEIR SEPARATE WAYS...	1:15
TAKING CARE OF BUSINESS	5	Japan and the U.S. are in the midst of a trade "tiff" over film...	:40
BUSINESS DESK	6	Thanks to NAFTA, Tijuana, Mexico, has become the manufacturing capital for televisions.	3:20
FYI	7	Forty-one of all Republicans are 18-34 years old.	:25
OUR WORLD	8	Politicians take Young Republicans seriously.	3:20
CLOSE	9		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

John Major	John Redwood	P.M.	right-wing	Euroskeptics
Conservative	Young Republicans		Generation X	platform
Phil Gramm	Ralph Reed	Lamar Alexander		Christian Coalition

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: A "MAJOR" GAMBLE FOR POWER

1. What were the results of the vote on British Prime Minister John Major's leadership of the Conservative Party? What are some of the "spins" or interpretations of these results suggested by members of Parliament?
2. Challenger John Redwood refers to Major's victory as "fair and square under the rules." What are these "rules"? Research the cabinet system of government as practiced in Great Britain, the role of the Prime Minister and the ways he/she gains and holds the position. Share information, using it as a springboard for discussion on the "gamble" Mr. Major took. Was it necessary? What would have happened if he had failed to receive a significant majority?
3. What are "Eurosceptics"? Why will Mr. Major likely appoint some to the Cabinet? Research this and other divisive issues within the Conservative Party, as well as challenges to the Party as a whole. What issues form the greatest barriers to party unity and who are the key figures on each side? What are the crucial tasks the Party must address before the next general election if it is to stay in power? Use findings to have groups (a) write prioritized "To Do" lists for Mr. Major, (b) identify issues they feel he must address and (c) explain why.

OUR WORLD: YOUNG REPUBLICANS

4. According to the video, what issues dominated the national convention of Young Republicans? Why? Discuss the results of the straw poll: Who is the favored candidate? Do you think the youth vote will play an important role in the presidential elections? Explain the rationale for your predictions.
5. Where do the presidential candidates stand on the issues that matter to students? Help students brainstorm a list of issues and write these on the board. Divide the class into groups and distribute copies of the HANDOUT (pg 4). Groups should
   a. choose 3 issues that most concern them from the list;
   b. research 3 candidates' stated positions/track records on these issues;
   c. record their findings as indicated on the HANDOUT;
   d. pool and discuss their results; and,
   e. work together compiling profiles of the candidates and where they stand. Update these as needed.
6. Have groups conduct surveys of young people to find out with which political party, if any, they most identify. Groups should ask respondents to briefly explain why they prefer that party and what ideas it represents to them. What do they see as its "platform"? Share survey results. What issues stand out for young people? Are the interpretations of each party consistent? Are they accurate? Explain.

TIJUANA
DESK: T.V.'s

1. BEFORE VIEWING: Give some general examples of "trade barriers" between nations. What are some measures governments often undertake to remove these "barriers"?

2. AFTER VIEWING: How has the removal of trade barriers under NAFTA opened the door of economic opportunity in Tijuana?

3. What is NAFTA? Have students work in small groups to learn more about the North American Free Trade Agreement and share their findings in a class discussion. Why were some U.S. political leaders opposed to the agreement? According to the video, have their worst fears materialized? Discuss.

4. How could economic development in Mexico have far-reaching political effects in both Mexico and the U.S.? Divide students into groups and have each brainstorm and share a list of political consequences for both countries as a result of an expanding Mexican economy. What impact might Mexican economic development have on such issues as illegal immigration and the devaluation of the peso? Have students write essays analyzing the relationship between economics and politics in each case.

5. Commercial land in Tijuana is very expensive due to soaring demand and the cost of improvements that must be made to the land. How is commercial land different from other categories of real property in your area and what factors affect its cost?
   a. Have a commercial real estate broker or local government official speak to the class about zoning: What it is, why it is necessary and the different kinds.
   b. Have each group choose one kind of zoning, find 3 examples of that kind of property that have recently sold and the price per acre.

   Share findings and discuss factors that influence the price of land in your area.

6. What does your region offer to businesses? Have student groups choose one business/industry and list factors (availability of a trainable work force, tax incentives, etc.) most important to that business. CHALLENGE: Create and present a multimedia "Chamber of Commerce" -style presentation that highlights the region's assets for that particular kind of business.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

NAFTA duty-free tariff free trade cheap labor infrastructure

BEST COPY AVAILABLE

STUDENT HANDOUT: WHERE DO THEY STAND?

DIRECTIONS: Write the names of 3 presidential candidates for the 1996 U.S. elections on the "tabs" of the folders below. Research each candidate's position on 3 issues your class identified as important. Summarize the positions inside the folders. Be prepared to share this information with your classmates.

ISSUES: #1_____ #2_____ #3_____

STAND ON... ISSUE #1 ISSUE #2 ISSUE #3

STAND ON... ISSUE #1 ISSUE #2 ISSUE #3

STAND ON... ISSUE #1 ISSUE #2 ISSUE #3

BEST COPY AVAILABLE

Date: Thu, 3 Aug 1995 09:12:54 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 06 Classroom guide

Thursday, July 6, 1995

ANCHOR DESK

What's live, interactive and supported by the written word? Electronic Field Trips from Turner Adventure Learning. Each IAL event is a dynamic educational experience and is designed to inspire active learning and critical thinking.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Norm Thagard and his cosmonaut colleagues are getting in shape...for Earth.	2:35
HEADLINES	3	U.S. PRES. CLINTON FACES DECISION ON BASE CLOSINGS...JOHN MAJOR RESHUFFLES CABINET...	1:00
DEFINITION	4	...of acid rain...	:30
THE ECOLOGY	5	One pollutant may actually counteract the global-warming effects of other pollutants.	2:50
NEWSQUOTE	6	"A dimple in the chin..."	:30
SCIENCE DESK	7	To get a faster swing, an MIT instructor has put dimples in the baseball bat.	3:00
NEWSDATE	8	On this date...July 6, 1945...	:20
OUR WORLD	9	"Show biz" kids still take out the garbage.	2:45
CLOSE	10		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Norm Thagard, Atlantis, gravity, global warming, sulfate, acid rain, MIT, drag, wind tunnel, perspective

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: SPACE SHUTTLE ATLANTIS

1. How long has U.S. astronaut Norm Thagard been in space? What is he doing to help himself readjust to gravity on Earth? How did the mission affect him psychologically?
2. Astronaut Thagard spoke of the isolation he felt as the only English-speaking astronaut aboard Mir. Generate a class discussion about the feelings/thoughts Mr. Thagard may have had throughout this mission. Challenge students to write journal entries they think Norm Thagard may have written and share these ideas. Ask: If you were in a similar position, how might you deal with it? Discuss.

THE ECOLOGY: GOOD POLLUTION?

3. What is global warming? Explain why some scientists at Lawrence Livermore Lab think that some kinds of pollution may be slowing the effects of global warming. How does this theory create an environmental dilemma?
4. Divide the class into groups and provide each with a copy of the HANDOUT (pg 9). Challenge groups to research the air pollutants listed and record their main sources, effects on the environment and ways these effects can be avoided or minimized. Groups should interpret their findings and propose a strategy for improving air quality by the year 2000. Consideration should be given to the pollutants they consider to be most damaging and the ones that would be easiest to eliminate or replace with less detrimental substances/processes. Have groups share their "plans of attack."

SCIENCE DESK: DIMPLED BATS

5. What is "drag"? How does drag affect baseball hitters? What has Jeffrey DiTullio done to reduce the force of drag on a bat?
6. How are physics principles applied in sports? Distribute the HANDOUT (pg 3). Have students work in groups to define each physics concept given and come up with a sports application for each term. Have groups share their work. Assist the class in drawing diagrams or finding photos to create a bulletin board illustrating each of these physics principles through their sports applications.

OUR WORLD: "SHOW BIZ" KIDS

7. According to the video, what are some of the positives and negatives faced by child actors? How do parents of the best child actors keep their children's stardom "in perspective"?
8. Generate a class discussion around this question: If you suddenly became famous in the entertainment field, how might it change your life? How might it change the lives of your family and friends? Challenge students to write creative essays speculating on "How My Life Would be Different if I were Rich and Famous."

BEST COPY AVAILABLE

SCIENCE DESK: SPORTS PHYSICS

DIRECTIONS: The dimpled baseball bat featured in today's SCIENCE DESK demonstrates how principles of physics are applied every day in the sports world. Look at each physics term below. Find a definition for that term, write it in the appropriate space, then give an example of its application in any sport.

1. CONSTANT SPEED -- Definition:

   Sports Application:

2. POTENTIAL ENERGY -- Definition:

   Sports Application:

3. KINETIC ENERGY -- Definition:

   Sports Application:

4. INERTIA -- Definition:

   Sports Application:

5. LAW OF CONSERVATION OF MOMENTUM -- Definition:

   Sports Application:

6. FLUID FRICTION -- Definition:

   Sports Application:

Share your definitions and examples with the class. Draw diagrams or find photos that illustrate each principle and create a "Sports Physics" bulletin board for your classroom.

BEST COPY AVAILABLE

***** ** ** *
* * * * * *
* * * * * *
******** ** ** STUDENT HANDOUT: AIR POLLUTANTS

DIRECTIONS: Research the air pollutants below. For each, record its major sources, its effect(s) on the environment and ways its impact can be controlled/minimized. For example, do alternative substances or processes exist that cause less pollution? Space is provided for additional pollutants you encounter in your research.

POLLUTANT	SOURCES	EFFECTS	CONTROLS/ALTERNATIVES
SULFUR AND NITROGEN DIOXIDE			
REACTIVE HYDRO-CARBONS			
CARBON MONOXIDE			
HEAVY METALS			
OTHER (SPECIFY):			

Interpret your findings. What pollutant poses the greatest threat to the environment and why? Which one(s) can be most readily reduced or their effects minimized? Based on your research, draw up a "plan of attack" outlining a strategy for improving air quality by the year 2000. Prepare to share this with your classmates.

BEST COPY AVAILABLE

Date: Thu, 3 Aug 1995 09:13:00 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 07 Classroom guide

Friday, July 7, 1995

ANCHOR DESK

****

Electronic field trips are the latest way to connect your students to the world and Turner Adventure Learning makes it easy! Comprehensive Teacher Resource Books, videotapes, and computer disks insure a powerful classroom experience!

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	The prosecution rests its case in the trial of O.J. Simpson.	7:00
HEADLINES	3	U.S. FEDERAL RESERVE CUTS INTEREST RATE... COUNSEL TO INVESTIGATE RON BROWN...	:40
EDITOR'S DESK	4	CNN NEWSROOM updates stories on a "Major" victory and space shuttle mission.	3:20
DID YOU KNOW?	5	The National Education Association wants telephones in U.S. classrooms...	:20
OUR WORLD	6	Technology helps parents monitor their kids' television viewing.	2:20
CLOSE	7		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

exhibits witnesses Marcia Clark Christopher Darden conspiracy O.J. Simpson circumstantial Gil Garcetti Nicole Brown Simpson DNA domestic violence Mark Fuhrman prosecution T.V. allowance

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: PROSECUTION RESTS ITS CASE IN SIMPSON TRIAL

1. List some of the evidence the prosecution has shown against O.J. Simpson. Of the evidence presented, which items do you think tilt the "scales of justice" in favor of the prosecution? Why do some observers describe the prosecution's evidence as "circumstantial"? Do you agree? Explain.
2. Divide students into groups. After reviewing the video and additional news sources, challenge each group to outline what they believe will be the defense team's strategy as it presents its case. Then invite a trial attorney to address the class, answer questions about the mechanics of the trial then, in a class discussion, evaluate each group's ideas.

EDITOR'S DESK/NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4) and, as a class, read the directions. Challenge students to come up with two news facts within each "section" of their "newspaper." Answers will vary. Review students' answers for accuracy, then have each student demonstrate his/her knowledge of any one news story by writing one article a reader might see in a newspaper about one of the stories presented this week on CNN NEWSROOM.

OUR WORLD: T.V. ALLOWANCE

4. What prompted the invention of the "T.V. Allowance"? What effect has it had on kids' activities and use of time? How would you respond if your parents suggested using one?
5. Record and analyze students' T.V. viewing habits. Ask them to
   a. log the shows they watch and the amount of time they spend watching over a specified number of days;
   b. use markers of different colors to identify shows as "favorites," "just OK" and "not very good/not actively watching"; then,
   c. draw conclusions about their viewing habits.

   Discuss: If students had to "ration" their T.V. time, how many hours could they give up easily? What percentage of their viewing time is of "favorites"? If they cut back on watching T.V., what else might they do with that time?

MEDIA LITERACY: TALKING PICTURES

6. Distribute copies of the HANDOUT (pg 3) to groups. Read and discuss the terms related to the audio portion of a broadcast news story. Have groups use this information and terminology to analyze the use of audio in a news story. Groups should
   a. identify and evaluate the use of natural sound, soundbites, stand-ups and voice-overs;
   b. view only video of a familiar story from this week's news;
   c. write the reporter's narration and stand-ups to correspond effectively to the video images; then
   d. "broadcast" their versions to the class.

BEST COPY AVAILABLE

MEDIA LITERACY: LOOK WHO'S TALKING

Although broadcast news stories rely upon the impact of images, the audio component is also needed to communicate effectively. Read these "sound" definitions and complete the activities that follow.

ANCHOR LEDE: This brief introduction to a story is read by the anchor. It prepares the audience for the story and introduces the reporter/newsmaker who will follow. It may also ask a question the story will answer or contribute necessary background information.

NATURAL SOUND/"NAT SOUND": This is the audio "background noise" of a story. Nat sound can add power and immediacy to video. Shouts of demonstrators, factory machinery, sirens and gunfire are examples of nat sound that help convey a location and what is happening there.

SOUNDBITE: Also referred to as SOT (sound on tape), a soundbite is a taped comment from someone directly associated with the news event. This can be a taped excerpt from a news conference or political speech, a bystander's description of an event or a participant's comments and reactions.

STAND-UP: A stand-up makes use of the reporter's voice while he/she is on camera at the scene of a news event. When news has just occurred and pictures/soundbites are not yet available, a stand-up of the reporter explaining what has just happened may be the whole story. More often, brief stand-ups are just part of the story placed at the beginning of the story to introduce it, in the middle to indicate a shift in ideas or locations, or at the end to add new information or provide context/perspective for the event.

VOICE-OVER (VO): This is the reporter's narration of the news story. Unlike a stand-up, a VO does not coincide with the reporter's appearance on camera. Instead, the reporter's taped voice is heard as video of the event is broadcast. The VO should correspond logically with the images on screen and provide necessary explanations not obvious from the video alone. A VO also provides transitions between soundbites, locations and segments of a story.

ACTIVITY #1: Analyze a broadcast news story's use of audio. Identify the SOTs and comment on their variety and effectiveness. Evaluate the voice-over. Does it clarify the pictures without being redundant? What does the natural sound contribute?

ACTIVITY #2: View only the video of a familiar event from this week's news. Write your own VOs and stand-ups to match the video. "Broadcast" your version to the class.

BEST COPY AVAILABLE

07/07/95 (4)

WHAT'S THE STORY?

DIRECTIONS: Your school has just appointed you editor of its newly-established weekly newspaper on current events. Your job is to decide what topics will be presented in the paper and how they will be covered. Each "section" of your newspaper is listed below. The section title is followed by some news clues from this week's CNN NEWSROOM. Choose any 2 clues and write a relevant news fact for each that you might use in your coverage.

U.S. AND WORLD POLITICS:

John Major
Young Republicans
Ron Brown

News fact #1:

News fact #2:

SCIENCE & TECHNOLOGY:

Shuttle Atlantis
global warming
dimpled bats

News fact #1:

News fact #2:

BUSINESS/FINANCE:

Japan/U.S. trade
Mexican T.V.s
U.S. interest rates

News fact #1:

News fact #2:

U.S. NEWS:

base closings
Simpson trial
Oklahoma bombing inquiry

News fact #1:

News fact #2:

LIFESTYLES:
show business kids: kids and T.V.

News fact #1:
News fact #2:

After you have checked your news facts for accuracy, write one "article" from your paper focusing on one news story this week.

BEST COPY AVAILABLE

Date: Thu, 3 Aug 1995 09:13:05 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 10 Classroom guide

Monday, July 10, 1995

ANCHOR DESK

What's live, interactive and supported by the written word? Electronic Field Trips from Turner Adventure Learning! Each TAL event is a dynamic educational experience and is designed to inspire active learning and critical thinking!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Debate continues over POWs/MIAs as the U.S. moves toward diplomatic ties with Vietnam.	4:10
HEADLINES	3	NATO AIR STRIKES POSSIBLE TO DEFEND "SAFE AREA"...ENVOY HOPES TO VISIT DETAINED WU...	1:00
DEFINITION	4	Ozone: a form of oxygen...	:30
FUTURE DESK	5	A new automobile radiator "eats" polluting ozone and converts it to oxygen.	2:25
AROUND THE WORLD	6	In the U.S., Arizona brush fires rage...in China, the great Yangtze River floods.	:40
SPORTS PAGE	7	The results from Wimbledon...	:45
OUR WORLD	8	Young pianists compete in Cincinnati, Ohio.	3:00
CHECK IT OUT!	9	A ten-year-old boy finds an "interesting rock"...a 1,000-carat sapphire!	:45
CLOSE	10		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Vietnam diplomatic ties — Communist — POW — MIA — "carrot" — World Piano Competition — Carnegie Hall

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: U.S./VIETNAM RELATIONS

1. Why is U.S. President Clinton's willingness to recognize Vietnam a "tricky decision"? What two prominent senators are "in his corner" on this issue? How can these two leaders help the President's position? Who opposes formal recognition of Vietnam? Why?
2. Use the RESOURCE (pg 4) to help familiarize students with some of the background on the issue of recognition and with recent events in U.S./Vietnamese relations. Distribute copies of the RESOURCE and, as a class, read and discuss the information given. Have students:
   a. work in groups to research additional information on U.S./Vietnam relations, then
   b. use their information as they conduct a formal debate on the issue of U.S. recognition of Vietnam.
3. Using texts and other resources, have students work in groups to familiarize themselves with the Vietnam War: How did it begin? How did the U.S. become involved? Why did it divide the people of the U.S. as well? Discuss groups' findings, then challenge each student to interview at least one older family member about his/her memories of the Vietnam War and share the interview. How does understanding American attitudes and feelings about this war help us to understand the controversy surrounding recognition of Vietnam? Discuss.
4. In groups have students conduct research to find out what "diplomatic recognition" means and why it is such an important step in diplomacy. Have groups share their information in a class discussion. Are there any nations the U.S. does not formally "recognize"? What circumstances/events have blocked diplomatic recognition in specific cases? Discuss.

OUR WORLD: WORLD CLASS PIANISTS

5. Where is the World Piano Competition held? How did it originate? Who competes in this event?
6. Ask students: Have you ever participated in a competitive event (academic, artistic, athletic)? What kind of competition was it? How did you feel before, during and after the competition? Challenge students to write essays that relate their experiences and emotions. Have students share their essays with the class. What did each student learn from his/her experience? Discuss.
7. Why is play Carnegie Hall considered an honor? Have groups of students find out more about the history of Carnegie Hall and the great performers who have appeared there, and share their findings. Then have each group select a performing arts center anywhere in the world and present a multimedia report on its architecture and history.

BEST COPY AVAILABLE

DESK: OZONE-EATERS

1. BEFORE VIEWING: Define/review "ozone." What is it and what purpose does it serve in the upper atmosphere? Why is it considered a pollutant in the lower atmosphere?

2. AFTER VIEWING: How does the Premair radiator work? What impact will it have on air pollution? Have groups research the contents of car exhaust and their effects on air quality and create diagrams of the components of car exhaust to share with the class. To what extent will the Premair radiator "solve" the problem of air pollution? Is the Premair radiator a "viable alternative" to development of electric vehicles, cleaner-burning fuels, etc.? Explain.

3. What produces ozone other than car engines? Have groups:
   a. Search for other ozone-producing industries, processes and machines.
   b. Choose one and invent an application for an ozone-eating catalyst like the one used in the Premair radiator. Consider: Instead of putting the catalyst on a radiator, where would it be placed to absorb the maximum amount of ozone? How might the device look?
   c. Create designs/models of their ozone-eaters and "submit" these to the class for review. Award "patents" to the most promising inventions.

4. Have groups research "milestones" in curbing air pollution from vehicles.
   a. Research changes in the design of exhaust systems, the development of alternative energy cars (solar, electric, etc.) and cleaner-burning fuels.
   b. Note key auto emissions legislation.
   c. Create annotated timelines depicting these "milestones."

EXTENSION: Challenge groups to extend their timelines into the future to include factual information (e.g., upcoming deadlines for meeting clean air standards) and predictions about the auto industry and the use of inventions like the Premair radiator.

5. Search recent data and identify cities with severe air pollution. Point these out on a world map. Assign groups a city to profile. What are the main sources of air pollution there? What ill effects have the people/environment suffered as a result? Have groups present recommendations and suggestions for improving air quality in those urban areas.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Premair ozone smog catalyst emissions

BEST COPY AVAILABLE

STUDENT RESOURCE: U.S./VIETNAM RELATIONS

BACKGROUND: The memory of the Vietnam War is painful for many Americans because so many young people died in a war that the U.S. did not "win." It has been 20 years since the last helicopter departed from the U.S. Embassy in Saigon; now, the Vietnamese people want "diplomatic recognition." This symbolic process would involve the establishment of formal diplomatic relations with Vietnam. The issue of recognition is a controversial one, so it helps to understand the events that have led to this point. Below is a selected chronology of U.S./Vietnam relations since early in the Vietnam War:

MAY 1964: U.S. imposes a trade embargo on North Vietnam following its attacks on South Vietnam.

MAR. 1965: First U.S. combat troops arrive in South Vietnam.

JAN. 1973: U.S., North Vietnam sign Paris cease-fire agreements, ending U.S. combat role.

MAR. 1973: Last U.S. combat troops leave Vietnam.

APR. 1975: South Vietnam falls to the communists; U.S. extends its trade embargo to cover all of Vietnam.

FEB. 1982: Vietnam agrees to talks with the U.S. as to the status of American MIAs.

SEP. 1988: First joint field investigations on MIAs begin.

APR. 1992: U.S. President George Bush eases embargo by permitting commerce for humanitarian purposes and projects.

DEC. 1992: Pres. Bush allows U.S. corporations to open offices, sign contracts and do feasibility studies in Vietnam.

JULY 1993: U.S. President Clinton ends U.S. opposition to settlement of Vietnam's debts to the International Monetary Fund (IMF).

FEB. 1994: Pres. Clinton lifts the U.S. trade embargo.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Realism behind Vietnam deal," by Randal Ashley and "U.S. and Vietnam: A slow thaw," Knight-Ridder Tribune, THE ATLANTA JOURNAL/CONSTITUTION, July 9, 1995, p. A10.

Date: Thu, 3 Aug 1995 09:13:10 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 11 Classroom guide

Tuesday, July 11, 1995

ANCHOR DESK

Why are electronic field trips from Turner Adventure Learning the best in distance education? Because your students become a part of each project as they interact with experts on site and each other throughout this learning experience!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Normalization of U.S./Vietnam relations has stirred up a political hornets' nest.	6:40
HEADLINES	3	U.N. THREATENS MORE AIR STRIKES ON BOSNIA... O.J. SIMPSON'S FAMILY TAKES THE STAND...	1:15
WHERE IN THE WORLD?	4	A communist government was established in this nation in 1922...RUSSIA.	1:30
INTERNAT'L DESK	5	The Russian people are holding onto history...while setting the record straight.	2:45
AROUND THE WORLD	6	Results from Haiti's elections may be announced today...	:30
LOOK AHEAD	7	TOMORROW: Dwindling Manatees	:35
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

normalization John McCain liaison economic embargo Saigon
"operation homecoming" Mel Richmond human rights boat people
"The Great Patriotic War" historical consciousness Joseph Stalin

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

BEST COPY AVAILABLE

TOP STORY: U.S./VIETNAM NORMALIZATION

1. What are the arguments FOR and AGAINST establishing diplomatic ties between the U.S. and Vietnam? Identify the supporters and opponents in today's TOP STORY and summarize/paraphrase their positions.
2. What are "human rights" and how is this issue a "stumbling block" to diplomatic relations between the U.S. and Vietnam? Have groups search media and research international human rights "watch dog" organizations to find out what is meant by "human rights," how they are measured/monitored and which governments are charged with widespread human rights abuses. Groups should share their definitions of human rights and identify governments they think need improvement in this area. Discuss Vietnam's human rights track record. Should this record be an impediment to diplomatic ties? Explain.

HEADLINES: BOSNIA/SIMPSON TRIAL

3. Who were the first witnesses for the defense in O.J. Simpson's murder trial? What do you think the defense hopes to accomplish with these witnesses' testimony?
4. What is a "character witness"? Ask students to list three people they could call upon to serve as "witnesses" to their good characters. Have students:
   a. record the names and list the positive traits/actions each person has "witnessed" in action;
   b. frame questions a "defense attorney" could ask each witness in order to elicit these positive character traits and share their writing.

INTERNATIONAL DESK: TEACHING RUSSIAN HISTORY

5. Distribute the HANDOUT (pg 3) to student groups. Read/discuss the directions in class then ask each group to choose a Russian leader, past or present, to profile. Groups will (a) use the data they gather on their leaders to fill in the "resume" on the HANDOUT and (b) present their "resumes" and evaluate their leaders' tenure in office. Ask: Do you think that future generations will remember this leader differently? Why? Why not? Discuss how history frames our perspective.
6. Provide groups with copies of the HANDOUT (pg 4). Challenge them to research their own or another culture to find examples of "high points" and "low points" in that culture's history.
   a. Column 1: List events that show the culture's positive or admirable traits.
   b. Column 2: Record some of the culture's worst moments or negative actions.

   Present and explain the "parallel histories." Discuss: How well are both aspects of history "taught" in schools, popular culture, etc.? Are the "highs" and "lows" appropriately and fairly represented?

July 11, 1995 (3)

DESK: RUSSIAN LEADER RESUME

DIRECTIONS: History has a way of "evaluating" people and events through the way it "remembers" them. Choose any Russian leader, past or present, and conduct research to complete his/her resume below. When you are finished, present your leader's resume and offer your evaluation of his/her reign based on what you have learned. Do you think future generations will view this leader differently? Why/Why not?

RESUME OF _____
(Leader's Name, Title)

EDUCATION:

BACKGROUND/PERSONAL:

EXPERIENCE/POSITIONS HELD THROUGHOUT CAREER:

AFFILIATIONS:

MOST NOTABLE ACHIEVEMENTS:

STUDENT HANDOUT: HISTORICAL HIGHS AND LOWS

DIRECTIONS: In the video, historian General Volkogonov states: "It is very difficult to re-make historical consciousness." Research your own or another culture's history and help improve "historical consciousness" by recording some of that culture's brightest and worst moments. In the first column, list events/actions that demonstrate positive and admirable traits. In the second column, record events that show a negative side of the culture's history. Be prepared to explain your choice of events to the class.

THE TWO SIDES OF THE HISTORY OF:

DATE	POSITIVE EVENT/ACTION	DATE	NEGATIVE EVENT/ACTION

Evaluate the way your culture's history is "taught" in schools, popular culture, etc. Are the "highs" and "lows" given appropriate weight and balance? Explain and give specific examples.

BEST COPY AVAILABLE

Date: Thu, 3 Aug 1995 09:13:16 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 12 Classroom guide

Wednesday, July 12, 1995

ANCHOR DESK

Put away those overhead projectors and take your students on a new kind of journey. Electronic Field Trips from Turner Adventure Learning are the latest in distance education and are designed to inspire active learning.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	Bosnian Serbs launch an unprovoked attack on United Nations forces in Srebrenica.	3:25
IN THE HEADLINES	3	RUSSIAN PRESIDENT BORIS YELTSIN IS HOSPITALIZED WITH CHEST PAINS.	:30
US/VIETNAM	4	Vietnam vets express mixed reactions to restoring diplomatic relations with Vietnam.	2:50
DID YOU KNOW?	5	...the remaining steps to full diplomatic relations with Vietnam?	:40
THE ECOLOGY	6	Florida's manatees are dying in record numbers, due to their only predator -- humans.	2:40
SPORTSPAGE	7	Baseball's Mickey Mantle faces the public.	:40
BUSINESS DESK	8	He describes himself as a "horn smasher" but grateful clients call him "doctor."	2:45
CLOSE	9		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

Srebrenica	safe havens	Zepa	NATO	Domino effect
eschemia	manatee	predator	woodwind	"horn smasher"

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: BOSNIAN CONFLICT

1. How has the latest military victory by the Bosnian Serbs shocked the international community? How did the Bosnian government respond? Why do you think the government's pleas for air strikes went unanswered?

U.S./VIETNAM

2. Describe the different reactions to U.S. Pres. Clinton's diplomatic recognition of Vietnam, as voiced in the video by Vietnam vets and their families. With whom do you agree? Why?
3. Distribute the HANDOUT (pg 4) to groups. Discuss the political controversy behind the President's decision, then talk about the economic impact of normalized relations. Why have many U.S. corporations lobbied for diplomatic recognition of Vietnam? What do they stand to gain? Have groups conduct research to answer the questions on the HANDOUT and share their responses. Have students assume the role of U.S. corporate executives and discuss the potential positives/negatives of doing business in Vietnam.

THE ECOLOGY: DWINDLING MANATEES

4. According to the video, why are manatees dying in record numbers in Florida? In your opinion, why have human attempts to protect the species been ineffective?
5. Have each group (a) choose one endangered species, (b) research to find out what humans are doing to protect that species and (c) present its findings. Then challenge each student to write an essay evaluating the attempts to preserve any one of these species and offering suggestions to improve those efforts.

BUSINESS DESK: HORN DOCTOR

6. In the video, Mac McLaughlin is described as a mechanic and as a doctor. How does he describe himself? Ask students who play musical instruments to describe the kind of care needed to maintain those instruments in good condition.
7. Help students brainstorm a list of instruments, equipment and artifacts that could require special knowledge and/or talent to repair/restore (e.g., paintings, stained glass, antiques, rare books, telescopes, etc.). What job titles are given to people who repair the instruments, etc., described in the list. Distribute the HANDOUT (pg 3) to small groups. Have students:
   a. investigate the training/education needed and employment opportunities and potential salary for at least two of those occupations; then,
   b. write a job description for each, such as can be found in a newspaper, and sign their names.

   Post students' "Help Wanted" ads on a "Specialty Repair Jobs" bulletin board. Ask each student to "interview" for a least one job.

BUSINESS DESK: SPECIALTY REPAIR

DIRECTIONS: Some things, when they break or tear, aren't worth fixing. Others, however, are so valuable, even irreplaceable, that much is invested in their repair and/or restoration. Work with your group to create a list of occupations where repair work requires special knowledge/training. Then choose 2 occupations and research the training/education needed and employment opportunities and potential salary for that occupation.

OCCUPATION: _____

TRAINING/EDUCATION: _____

JOB OPPORTUNITIES / SALARY: _____

OCCUPATION: _____

TRAINING/EDUCATION: _____

JOB OPPORTUNITIES / SALARY: _____

BEST COPY AVAILABLE

STUDENT HANDOUT: MARKETING VIETNAM

DIRECTIONS: Controversial as it is from a political standpoint, the normalization of U.S./Vietnamese relations opens the door to new trading opportunities for both sides. In fact, many corporations in the U.S. have been lobbying for this diplomatic recognition for years. Why are these companies so interested in Vietnam? Search resources to help you answer the questions below. These questions and answers will help give you some ideas about the potential Vietnamese market.

1. What are some of Vietnam's natural resources?

2. List some of Vietnam's major exports:

3. What goods and raw materials does Vietnam currently import from other countries?

4. What raw materials, goods and services does Vietnam need in order to expand its industries and improve the quality of life for its people?

5. In your judgment, what kinds of outside businesses could successfully market their goods/services to the Vietnamese people? State your rationale.

Share your responses with the class. Discuss the potential for international growth in the Vietnamese market, as well as the potential down sides of international investment in that country. If you were an executive with a major U.S. firm, would you consider establishing an operation in Vietnam? Why/Why not?

Date: Thu, 3 Aug 1995 09:13:21 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 14 Classroom guide

Friday, July 14, 1995

ANCHOR DESK

They dared to dream and fled their homelands. The face of America was forever changed. Take your students on an Electronic Field Trip to Ellis Island, Oct. 19-20, to help them understand why the U.S. is known as a "melting pot." Call 1-800-639-7797.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:50
TOP STORY	2	Aid centers are swamped as Bosnian Serbs sweep refugees from Srebrenica.	3:25
WORLD REACTION	3	Members of the world community express concern over the storming of Srebrenica.	1:30
HEADLINES	4	CLINTON ACCEPTS BASE CLOSING RECOMMENDATIONS...FDA SEEKS NEW LIMITS ON TOBACCO...	1:30
EDITOR'S DESK	5	U.S./Vietnam relations and the launch of the Shuttle Discovery are highlighted.	3:05
QUIZ	6	What was Newt Gingrich's first career goal?	:30
OUR WORLD	7	On MTV's "News Raw," young panelists question U.S. Speaker Newt Gingrich.	2:05
CHECK IT OUT!	8	The annual sandcastle contest in New Jersey is expected to draw 2,000 participants.	:45
CLOSE	9		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

Srebrenica refugees "human debris" UNPROFOR deterrent "most-favored nation" Challenger MTV "Generation X"

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: BOSNIA

1. How is the Bosnian Serb seizure of a safe haven complicating the U.N. peacekeeping mission in Bosnia? Why is the government of Bosnia asking for more UNPROFOR forces? Do you think the international community will send more forces? Explain.

EDITOR'S DESK/NEWSQUIZ

2. Divide the class into four groups and provide each with a copy of the NEWSQUIZ (pg 4). Challenge groups to decipher the "scrambled" words in each lead, then complete the leads with correct information from this week's news. After reviewing the answers with students, assign each group one lead to expand into an update/follow-up story. Have groups "broadcast" their stories to the class. ANSWERS: (a) launch, Discovery, Woodpeckers; (b) safe haven, Muslim; (c) diplomatic, Vietnam; (d) religion, amendment, students.

OUR WORLD: GINGRICH ON MTV

3. What kinds of questions did the panel pose to House Speaker Newt Gingrich? Do you think these were good questions to ask him? Why/Why not?
4. Ask students: What were some of the opinions about Speaker Gingrich voiced in the video? Do you think these are fair assessments? Why/Why not? Working in groups, have students familiarize themselves with Mr. Gingrich's "Contract with America" as a way of learning more about his political views. Share findings in a class discussion, the challenge each student to write an opinion essay singling out some of the points of the "Contract" and stating where he/she agrees or disagrees with the Speaker.
5. If you could be a member of a panel interviewing an important U.S. government leader, who would you want to question and what might you ask? Have students work in groups to brainstorm lists of questions they think should be asked of government leaders. Share groups' questions. As a class, note the similarities among them. How do students' questions give insight into issues of importance to future voters in the U.S.? Discuss.

MEDIA LITERACY: FACT OR OPINION?

6. Distribute the HANDOUT (pg 3) to groups of students. Generate a class discussion that leads to students' definitions for "fact" and "opinion," and write these on the HANDOUT. Then have groups identify each of the five statements from this week's news as "fact" or "opinion" and state their reasoning. Have groups share responses. (Numbers 1 and 3 are opinions, the rest are statements of fact that are known to be true.) Conclude with a discussion of the importance of distinguishing between fact and opinion in the news.

STUDENT HANDOUT:
MEDIA LITERACY: FACT OR OPINION?

DIRECTIONS: Part I. What is the difference between a fact and an opinion? Begin by defining "fact" and "opinion" here:

FACT:

OPINION:

Part II. Each of the statements below appeared on this week's CNN NEWSROOM. Are they all facts? Identify each by circling "fact" or "opinion." then state the reason for your answer.

1. Time has healed the wounds between the U.S. and Vietnam.

   FACT -or- OPINION? REASON: _____

   _____

2. As the smog passes through the Premair radiator, the catalyst converts ozone to oxygen.

   FACT -or- OPINION? REASON: _____

   _____

3. There's fear that the 2 remaining safe havens of Eastern Bosnia could become the next Serbian objectives.

   FACT -or- OPINION? REASON: _____

   _____

4. The march toward normalization of relations with Vietnam has seen growing support in the U.S. Congress.

   FACT -or- OPINION? REASON: _____

   _____

5. Martina Navratilova captured her 19th Wimbledon title.

   FACT -or- OPINION? REASON: _____

   _____

Discuss your responses. Why do you think it is important to be able to distinguish between fact and opinion in the media?

BEST COPY AVAILABLE

DIRECTIONS: Some of the key terms have been "scrambled" in the news leads below. Unscramble the words and write the correct terms in the spaces provided. Then use your knowledge of this week's news events to complete the leads.

1. The CLUHAN _____ of the Shuttle ROSIDYVEC _____ had been delayed because of damage caused by DREPSOWOCKE. The shuttle's mission will include...

_____

_____

2. After taking control of Srebrenica, formerly a U.N. "FEAS NEAHV" _____ _____, Bosnian Serbs herded thousands of SUMMIL _____ refugees..._____

_____

3. The U.S. established CLODPITAIM _____ ties this week with its former enemy MAINTEV _____. Opponents to normalization expressed concern over..._____

_____

4. In an effort to clarify the role of GILINORE _____ in schools and to head off attempts to pass a Constitutional DEMMENNAT _____, U.S. Pres. Clinton has directed the government to inform schools that SENDSTUT _____ already have the right to..._____

_____

Date: Thu, 3 Aug 1995 09:13:26 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 17 Classroom guide

CNN ANCHOR DESK

Monday, July 17, 1995

****
* Explore the immigrant floodgate of the early 20th century on an *
* electronic field trip to Ellis Island, Oct. 19-20. Find out *
* why they came and how their arrival and migration has been so *
* influential in our nation's history. Call 1-800-639-7797. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Safe havens are under siege in Bosnia.	5:30
HEADLINES	3	AMERICANS IMPRISONED IN IRAQ RELEASED... HEAT WAVE CLAIMS 130 LIVES IN CHICAGO...	1:30
AT ISSUE:	4	Washington, D.C., imposes a youth curfew in an effort to curb juvenile crime.	2:30
OUR WORLD	5	Washington area Soap Box Derby was held over the weekend...	:30
FUTURE DESK	6	Space-age technology may hold the key to independence for the blind.	2:40
THE ECOLOGY	7	A study reveals that high level traffic noise hinders birds' ability to reproduce and to defend their territories...	:30
CLOSE	8		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

humanitarian	concentration camp	Red Cross	Gorazde	Sarajevo	
curfew	ACLU	civil rights	juvenile crime	GPS	"Strider"

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK July 17, 1995 (2)

TOP STORY: WAR IN BOSNIA

1. According to the Bosnian government, how has the world "failed" Bosnia? How has the United Nations jeopardized its reputation as a global peacekeeper in this mission?
2. One British politician has said of the world's handling of this crisis, "...the failure of will, the timidity, the indecision has led to chaos, confusion, farce and a lot of lost lives." Challenge students to discuss and interpret this quote, then
   a. work in groups to find times when global inaction in this crisis may have contributed to its escalation and
   b. share their findings and discuss why world leaders are reluctant to commit resources to this war.
3. Provide groups with copies of the HANDOUT (pg 4) who will:
   a. read the descriptions of the international community's possible responses to the situation in Bosnia;
   b. consult recent media; and,
   c. use their knowledge of the crisis to comment on each option: how viable is this response? what are its drawbacks and difficulties?

   Discuss each option. What do groups see as the best-case scenario? worst-case? Have groups explain their reasoning.

EXTENSION: Ask groups to re-examine the list of options from the perspective of one participating group (e.g., Muslim refugees, French troops, Dutch hostages). From that perspective, would some options now seem more/less desirable? Why?

AT ISSUE: TEEN CURFEW IN WASHINGTON, D.C..

4. Ask: What is a "curfew"? Do you have a curfew mandated by your family? If so, how do you feel about it?
5. Does your community have a curfew for young people? In groups, have students find out what the local laws stipulate regarding hours that teens may be out, drive, etc., and the penalties for failing to abide by these laws. Share information. Challenge students to interview people of different ages on their views on teen curfews, then write papers presenting their opinions on the issue, along with facts to support those opinions.

FUTURE DESK

6. Distribute copies of the HANDOUT (pg 3) to groups and have each research one disability to identify the major barriers people with that disability experience. What are the main obstacles to independent living? If possible, have groups interview (or use material written by) people with disabilities and include in their research. Groups should record the "barriers" on the HANDOUT and list currently available products/services that minimize these obstacles. Next, groups should think of new products/services that facilitate independence using recent technologies. Share their findings and ideas.

```
*****  *   *  *****  *   *  *****  *****
*      *   *    *    *   *  * *    *   *
***    *   *    *    *   *  ****   ***
*      *   *    *    *   *  * *    *   *
*      *****    *    *****  *   *  *****
```

July 17, 1995 (3)

DESK: AN INDEPENDENT FUTURE

DIRECTIONS: Research one disability and, if possible, interview people with that disability to identify some of the major barriers to independence they experience. List those barriers below. Next, record and describe products and services that help people overcome those obstacles. Finally, consider recent technological advances (like the GPS) and suggest ways these technologies could facilitate greater independence for those with disabilities.

DISABILITY: _____

CHALLENGES/BARRIERS TO INDEPENDENCE:

PRODUCTS/SERVICES CURRENTLY AVAILABLE:

PRODUCT/SERVICE:	DESCRIPTION:

NEW TECHNOLOGIES FOR INDEPENDENCE:

INVENTION/TECHNOLOGY:	NEW USE(S):

July 17, 1995 (4)

STUDENT HANDOUT: OPTIONS IN BOSNIA

DIRECTIONS: Officials around the world are considering a number of responses to the crisis in Bosnia. None of the options is a solution; each has its drawbacks. Read the description of each response below. Then search recent media for information on the viability of each option and the difficulties associated with it.

OPTION/DESCRIPTION	VIABILITY/DIFFICULTIES
COMPLETE WITHDRAWAL. All U.N. peacekeepers would pull out of Bosnia. The U.S. has pledged 25,000 troops to assist if a rescue operation of 60,000 NATO troops is initiated.	
INDIVIDUAL WITHDRAWAL. Currently, France has the largest contingent of international troops in Bosnia and has said it may pull its soldiers out.	
DEFENDING ALL REMAINING SAFE HAVENS. Allied military would concentrate on the defense of Sarajevo, Tuzla, Zepa, Gorazde and Bihac.	
DEFENDING SOME OF THE SAFE HAVENS. This would mean abandoning or conceding defeat in Zepa and Gorazde.	
RESCUING TRAPPED PEACEKEEPERS. A 900-person Dutch contingent is still in the area of Srebrenica and 55 Dutch troops are detained as hostages.	

Adapted from "Good, bad and ugly in Bosnia," by Michael E. Ruane. THE ATLANTA JOURNAL/ATLANTA CONSTITUTION. 16 July 1995. pg. A10.

Date: Thu, 3 Aug 1995 09:13:31 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 18 Classroom guide

Tuesday, July 18, 1995

ANCHOR DESK

Have hello to Lady Liberty! Take your first steps on the shores of America! Turner Adventure Learning examines the American immigrant experience with a live, interactive, Electronic Field Trip, October 19-20. For more information call 1-800-639-7797.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. ponders its next step as Bosnian Serbs advance on remaining safe havens.	3:30
BOSNIA	3	Relief agency contacts...	:30
DID YOU KNOW?	4	Petite astronaut Nancy Currie has "grown" over an inch during the shuttle mission.	:30
SHUTTLE DISCOVERY	5	Drug testing, weightless whistling and pregnant rats? All in a day's work!	2:05
QUIZ	6	How many people are Christian?	:30
INTERNAT'L DESK	7	Archaeologists unearth clues about life in the Galilee of Biblical times.	3:05
LOOK AHEAD	8	Tomorrow: Gregor Turk's border journey...	:30
OUR WORLD	9	Teens call drugs their biggest problem.	2:15
CLOSE	10		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

Zepa	Tuzla	Brussels	arms embargo	Zbigniew Brzezinsky
space sickness		Galilee	Q document	illegal drugs

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

BEST COPY AVAILABLE

TOP STORY: THE U.S. ROLE IN BOSNIA

1. What options is the U.S. considering for dealing with the crisis in Bosnia? Under what circumstances do you think each one could occur?
2. In this segment, former U.S. National Security Advisor Zbigniew Brzezinsky criticizes the U.S.'s recent international policies. Based on his quote, how does he evaluate U.S. actions in Bosnia and in the world at large? What role does he believe the U.S. should have? Challenge students to draw editorial cartoons that depict the U.S. position in Bosnia and that either support or refute Mr. Brzezinsky's view. Have students present/explain their cartoons. Post these, and relevant news headlines, on a classroom bulletin board.

SHUTTLE DISCOVERY: AT THE MISSION HALFWAY POINT

3. Research health hazards/stresses associated with space flight. What problems are most common? How do missions prepare for them? Have groups identify ways space missions safeguard health, including prevention, safety technology, training and post-flight rehabilitation, then write "health and safety tips" for astronauts and support staff.

INTERNATIONAL DESK: ARCHAEOLOGY IN GALILEE

4. What makes Galilee a significant site for an archaeological dig? What do scientists and others hope to find there?
5. Explore the role of the pilgrimage in world cultures/religions. Have groups choose a destination (e.g., Mecca, Canterbury, the Ganges River, Lourdes) and explain its historical and spiritual importance. With what religion(s) is that place associated? During what time periods were pilgrimages to that spot most common? Why? Have groups use their research to write creative but historically accurate descriptions of pilgrims en route to these spiritual centers.
6. Distribute the HANDOUT (pg 3) and have each group use its text and other resources to research each ancient civilization listed. Challenge them to use this knowledge to suggest artifacts they would likely discover that might lend clues about that people's way of life. After groups share their ideas, have each student choose one set of artifacts cited and write an archaeologist's journal entry explaining the significance of that "discovery."

OUR WORLD: TEEN DRUG SURVEY

7. Generate a class discussion about the results of the teen drug survey as reported in today's program. Distribute the HANDOUT (pg 4) to three groups, each choosing to research either national, state or local statistics/facts on alcohol and drug abuse. Have groups use the topics on the HANDOUT as their guide. After groups have shared their data, have each choose a student age group and devise a way to best communicate this information to that group.

BEST COPY AVAILABLE

STUDENT HANDOUT: GETTING THE FACTS

DIRECTIONS: Focus your research on either local, state or national statistics relating to drug and alcohol abuse. For your chosen focus, find any available statistics or facts on the topics listed below. Cite your sources and share your findings with the class.

_____ statistics/facts for:
(local, state, national)

DRINKING AND DRIVING:

PREGNANCY AND ALCOHOL/DRUG ABUSE:

DRUG-RELATED INJURIES/FATALITIES:

DRUGS AND CRIME:

MAJOR CAUSES OF DEATH FOR TEENS:

Compare the statistics gathered on local, state and national levels. What conclusions can you draw about the issue of drug/alcohol abuse in your community?

Select an age group of students in elementary through secondary schools and decide the best way to use these facts to make that group aware of the seriousness of drug and alcohol abuse. How

STUDENT HANDOUT:
DESK: CULTURAL CLUES

DIRECTIONS: Today's INTERNATIONAL DESK tells us about archaeologists' search for clues about early Christianity. How might artifacts found in other regions give us clues about the people who once lived there? For each civilization below, use your resources to note its general location (geographic setting) and dates of existence. Then conduct research to list artifacts an archaeologist might expect to find associated with that civilization.

CIVILIZATION	GEOGRAPHIC SETTING/ APPROXIMATE DATES	ARTIFACTS ONE MIGHT FIND THAT MAY BE CLUES ABOUT THAT CULTURE
Sumerian		
Spartan		
Assyrian		
Shang Dynasty		
Aryan		

After sharing your clues, choose one civilization and write an archaeologist's journal entry explaining the significance of your "discovery." What has the world learned because of these "clues"?

Date: Thu, 3 Aug 1995 09:13:37 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 20 Classroom guide

Wednesday, July 20, 1995

ANCHOR DESK

They dared to dream, and fled their homelands. The face of America was forever changed. Take your students on an Electronic Field Trip to Ellis Island, Oct. 19-20, to help them understand why America is known as a "melting pot." Call 1-800-639-7797.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	While the world ponders what to do, another safe haven may be falling to the Serbs.	3:05
HEADLINES	3	BUSIEST TRADING DAY ON N.Y. STOCK EXCHANGE...	:45
AT ISSUE:	4	Do race-based college admission policies promote equal opportunity or discrimination?	4:35
GLOBE UPDATE	5	Different kinds of clouds give meteorologists clues as to what kind of weather to predict.	1:30
SCIENCE DESK	6	Genetic engineering is beginning to bear commercial fruits.	2:35
DID YOU KNOW?	7	...How gold maintains its glitter?	:30
CLOSE	8		1:15

EDITOR'S NOTE: TODAY'S NEWS TERMS

Zepa razor wire inevitable regent University of California minority Ward Connerly Pete Wilson preferences socioeconomic

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: ZEPA'S FATE

1. What evidence is there to support the belief that the U.N. safe haven of Zepa may be falling to the Serbs? How is the town preparing for this eventuality?
2. In today's TOP STORY, it is said of Bosnia that "Dying has become a way of life here with no end in sight." Generate a class discussion around this point and ask students if or when they think this tragic situation will ever end. Challenge students to write and share essays that predict what life in Bosnia will be like in twenty years.

AT ISSUE: AFFIRMATIVE ACTION

3. Describe and discuss the affirmative action policy U.S. Pres. Clinton outlined in today's video. To what extent does this mark a shift in policy from the past?
4. Have groups select at least one prominent Democrat and two or three Republican presidential candidates to research. Groups should use media to find out where these lawmakers stand on affirmative action and how they are likely to respond to Pres. Clinton's stated policy. Each group member should take on the "persona" of one political figure. Based on his/her political record and party affiliation, what would he/she say about the Clinton affirmative action policy? Have each group stage a CNN INSIDE POLITICS-style discussion and have the "legislators" respond to Pres. Clinton's policy statements.
5. Distribute copies of the HANDOUT (pg 4). Challenge groups to explore the issue of affirmative action in college admissions from four different perspectives: minority and non-minority applicants, the university and society as a whole. Search media for benefits affirmative action might confer or other reasons that particular group might favor it. Record drawbacks and reasons that group might oppose these policies. After groups have examined and discussed all viewpoints, assign them a viewpoint on which to focus and write an essay on affirmative action from that perspective.

EXTENSION: Using the ideas in their essays, have groups role-play a meeting before a "board of regents" discussing whether or not the school should adopt or continue race-based admissions.

GLOBE UPDATE: HEADS IN THE CLOUDS

6. What kinds of clouds are associated with different weather patterns? In groups, create charts listing kinds of clouds (e.g., cirrus, cumulonimbus) and the weather conditions with which they are associated. Draw or attach pictures to assist in identifying them. Post these charts in the classroom as a reference. Have groups take turns observing the sky and preparing "cloud reports" of what they saw and what it might mean for upcoming weather patterns.

DESK: GENETIC SHAMPOO

1. BEFORE VIEWING: What is genetic engineering? Do you know of any products or goods that have been the result of genetic engineering? If so, describe them.

2. AFTER VIEWING: What is lauric acid? What kind of tree usually produces the oil that contains it? How were scientists able to "recreate" the laurate in another plant? List some of the uses for this "cloned" product.

3. Working in small groups, have students research another example of genetic engineering and its results. Have each group present its report along with a diagram of the process used to create the new substance/plant/animal. After all presentations are complete, post the genetic diagrams around the classroom.

4. Divide the class into groups. Have each group find and list as many genetic disorders in humans as they can. Reconvene the class so groups can share their lists and describe, briefly, each disorder. Then ask: If you were a member of a scientific team that could genetically engineer human DNA to eliminate one of these diseases, would you advise it? What might be the short and long-term biological consequences of either decision? Discuss.

5. What is recombinant DNA? How can working with recombinant DNA be potentially dangerous? Have groups of students consult their texts and other resources to define the term "recombinant DNA" in class discussion, then speculate as to the potential dangers involved. Invite a specialist in the field of genetics or microbiology to address the class on the safeguards already in place for dealing with recombinant DNA.

6. How has the field of genetic engineering opened up new ethical questions for scientists and legislators? Have groups of students contact lawmakers and scientists at local universities and research centers to find out what issues have surfaced as a result of genetic engineering. Share findings. Challenge each group to write a position paper on genetic engineering: Should it be used to alter any species for humankind's betterment? If so, under what conditions and for what purposes should genetic engineering be implemented?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

genetic engineering lauric acid canola USDA biotechnology

STUDENT HANDOUT: PERSPECTIVES ON RACE-BASED ADMISSIONS

DIRECTIONS: A university's admissions policies affect the lives of the individual students who apply, the make-up of the student body and, ultimately, society as a whole. Search media for perspectives on affirmative action, especially in college admission. Examine the issue from each of the viewpoints below. Under the plus sign (+), list the benefits of affirmative action for that group or other reasons members of that group might support it. Under the minus sign (-), list drawbacks or reasons that group might oppose it.

GROUP	+	-
MINORITY APPLICANTS		
NON-MINORITY APPLICANTS		
THE STUDENT BODY AND UNIVERSITY		
SOCIETY AS A WHOLE		

Focus on one viewpoint above and write an essay exploring the issue of affirmative action admissions policies from that perspective.

BEST COPY AVAILABLE

Date: Thu, 3 Aug 1995 09:41:56 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 21 Classroom guide

Friday, July 21, 1995

*** ANCHOR DESK

****

* Wave hello to Lady Liberty! Take your first steps on the shores of America! Turner Adventure Learning examines the American immigrant experience with a live, interactive Electronic Field Trip, October 19-20. For more information, call 1-800-639-7797. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The western powers are working on a "get tough" plan to deal with the Serbs.	5:05
HEADLINES	3	UNIVERSITY OF CALIFORNIA BOARD OF REGENTS VOTES TO END AFFIRMATIVE ACTION POLICIES...	1:00
EDITOR'S DESK	4	CNN NEWSROOM updates stories on affirmative action and the DISCOVERY mission.	3:05
SPORTS PAGE	5	Two baseball Hall-of-Fame members plead guilty to tax evasion...	:45
THE ECOLOGY	6	One woman is doing all she can to see that chimps and orangutans are protected.	2:50
NEWSDATE	7	On this date...1899...1952...	:30
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

John Major	"disproportionate use of air"	assault	offensive	
Alija Izetbegovic	orangutan	chimpanzee	Patti Ragan	sanctuary

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: BOSNIA

1. Describe ways that warfare is compared to, or conducted like, a game. Ask students to brainstorm words/phrases used in warfare that recall games (e.g., war games, domino theory). Then, allow students to review the TOP STORY segment and note references to, and language associated with, games. Ask: In what ways is war different from a game? In your opinion, does the association of warring with games serve to minimize the seriousness of warfare? Explain.

EDITOR'S DESK/NEWSQUIZ

2. What is "reverse discrimination"? Lead a discussion of the four principles President Clinton declares that federal agencies should abide by in order to guard against reverse discrimination.

3. Distribute the NEWSQUIZ (pg 4). Have each student use the list of people on the NEWSQUIZ to try to identify who COULD have "uttered" each "quote." (Students will not use all the names given.) ANSWERS: 1-David Daliberti; 2-Zbigniew Brzezinsky; 3-Gregory Turk; 4-Pete Wilson; 5-Nancy Currie; 6-Marion Barry; 7-Alan Greenspan. Check students' answers, then challenge them to research and present a brief biographical sketch on any of this week's "newsmakers."

ECOLOGY: PRIMATE SANCTUARY

4. What is a primate? What characteristics do they share in common with humans? Discuss the primates in the video -- their kinds, natural habitat and why they need sanctuary.

5. Ask students to describe their pets. List the different kinds on the board and engage students in a discussion of human responsibility toward the animals. What characteristics of animals make them, or not make them, suitable as pets? Is an animal's intelligence a factor? Explain.

6. Divide the class into groups and have each group research one primate (e.g., orangutan, chimpanzee). Students should investigate the primate's natural habitat and social needs, its frequency/popularity as a pet and the kind of care it requires as an infant and as an adult. Groups will make multimedia presentations of their findings then, as a class, discuss the suitability and ethics of making pets of primates.

MEDIA LITERACY: CONTENT ANALYSIS

7. CNN NEWSROOM covered a story this week (OUR WORLD July 18) on teen drug and alcohol abuse. The "glamorizing" of drug and alcohol use in the media has been cited often as a causative factor in teen use. Distribute the STUDENT HANDOUT (pg 3) to student groups and ask them to search different media to find out if these images are pervasive, how much so, and to assess their impact. Upon completion, have groups compare/analyze the different media presentations. Which one glamorized substance abuse most? least? Discuss students' perceptions of the media's role/responsibility regarding pressing social issues.

STUDENT HANDOUT:
MEDIA LITERACY: CONTENT ANALYSIS

DIRECTIONS: Does the media "glamorize" the use and abuse of alcohol and drugs? Do media depictions influence teenagers' consumption of such substances? Work with your group to search for and analyze media portrayals of substance abuse. Use the spaces below to record the type of substances portrayed, the setting/circumstances shown and the "message" you feel is conveyed.

MAGAZINE (title):

Your Analysis:

TELEVISION (program):

Your Analysis:

MOVIE (title):

Your Analysis:

RADIO (program/song title):

Your Analysis:

NEWSPAPER:

Your Analysis:

07/21/95 (4)

WHO "SAID" IT?

DIRECTIONS: Each "quote" given below is one that COULD have been said by a person mentioned this week on CNN NEWSROOM. Can you match the correct newsmaker with his/her "quote"? Fill in the line after each quote with the person who might have said it.

Gregory Turk	Bill Clinton	Pete Wilson
David Caliberti	Ward Connerly	Nancy Currie
Zbigniew Brzezinsky	Alan Greenspan	Marion Barry

1. "I am happy to be free after months of imprisonment in Iraq."

   _____might have said this.

2. "As a former national security advisor, I have to say that I think President Clinton could have done more about the situation in Bosnia."

   _____might have said this.

3. "My art focuses on the borders that separate us."

   _____might have said this.

4. "As Governor of California, I oppose my state universities' affirmative action policies."

   _____might have said this.

5. "My work with interferon on the space shuttle DISCOVERY could help us understand the benefits of this drug on Earth."

   _____might have said this.

6. "As Mayor of Washington, D.C., I believe my city's youth curfew will help curb juvenile crime and make my city safer."

   _____might have said this.

7. "I believe the outlook on the U.S. economy is encouraging."

   _____might have said this.

Check our answers. Choose one of this week's newsmakers and present a biographical sketch of that person to the class.

Date: Thu, 3 Aug 1995 09:42:06 -0400
From: ERIC IT Clearinghouse <eric@ericir.syr.edu>
Subject: Jul 24 Classroom guide

Monday, July 24, 1995

ANCHOR DESK

* Explore the immigrant floodgate of the early 20th century on an electronic field trip to Ellis Island, Oct. 19-20. Find out why they came and how their arrival and migration has been so influential in our nation's history. Call 1-800-639-7797.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The western allies issue an ultimatum to the Bosnian Serbs.	4:20
HEADLINES	3	JAPANESE ELECTION RESULTS...TYPHOON HITS SOUTH KOREA...MIDEAST PEACE TALKS UPDATE...	1:00
AT ISSUE	4	What are the politics of affirmative action?	2:15
DEFINITION	5	MONASTICISM: a special form of religious community life...---World Book Encyclopedia.	:25
FUTURE DESK	6	These monastics with a 16th century life-style are entering the computer age.	2:50
SPORTS PAGE	7	Miguel Indurain is the first cyclist to capture five consecutive Tour de France wins.	:25
THE ECOLOGY	8	Keeping the games "green" may be the biggest hurdle the Atlanta Olympics must confront.	2:30
CLOSE	9		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

integrity ploy monastery Lillehammer "greening" reactive

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: WESTERN ALLIES ISSUE AN ULTIMATUM TO BOSNIAN SERBS

1. What is an "ultimatum"? Summarize the ultimatum that the Western powers have delivered to the Bosnian Serbs. How do the Bosnian Serbs seem to be responding?
2. According to the video, Croatia and some Islamic nations are now promising to send weapons to Bosnia, in defiance of the arms embargo. Have students (a) work in groups to find out why this embargo was implemented, (b) its effects on Bosnia's defenses then (c) present their findings. What would Croatia and the Islamic nations have to gain by violating this embargo? Discuss.

AT ISSUE: THE POLITICS OF AFFIRMATIVE ACTION

3. As reported in the video, the "battle lines are drawn" between Pres. Clinton, a Democrat who supports affirmative action, and GOP candidates, such as Gov. Pete Wilson, who oppose it. Have students work in two groups to gather information on the issue and sponsor a "pre-season presidential debate" between these two leaders (debaters chosen by the groups). The debate should focus entirely on the issue of affirmative action. Conclude with a class discussion about the political pitfalls of each candidate's position in the minds of the voters.

FUTURE DESK: A MONASTERY IN CYBERSPACE

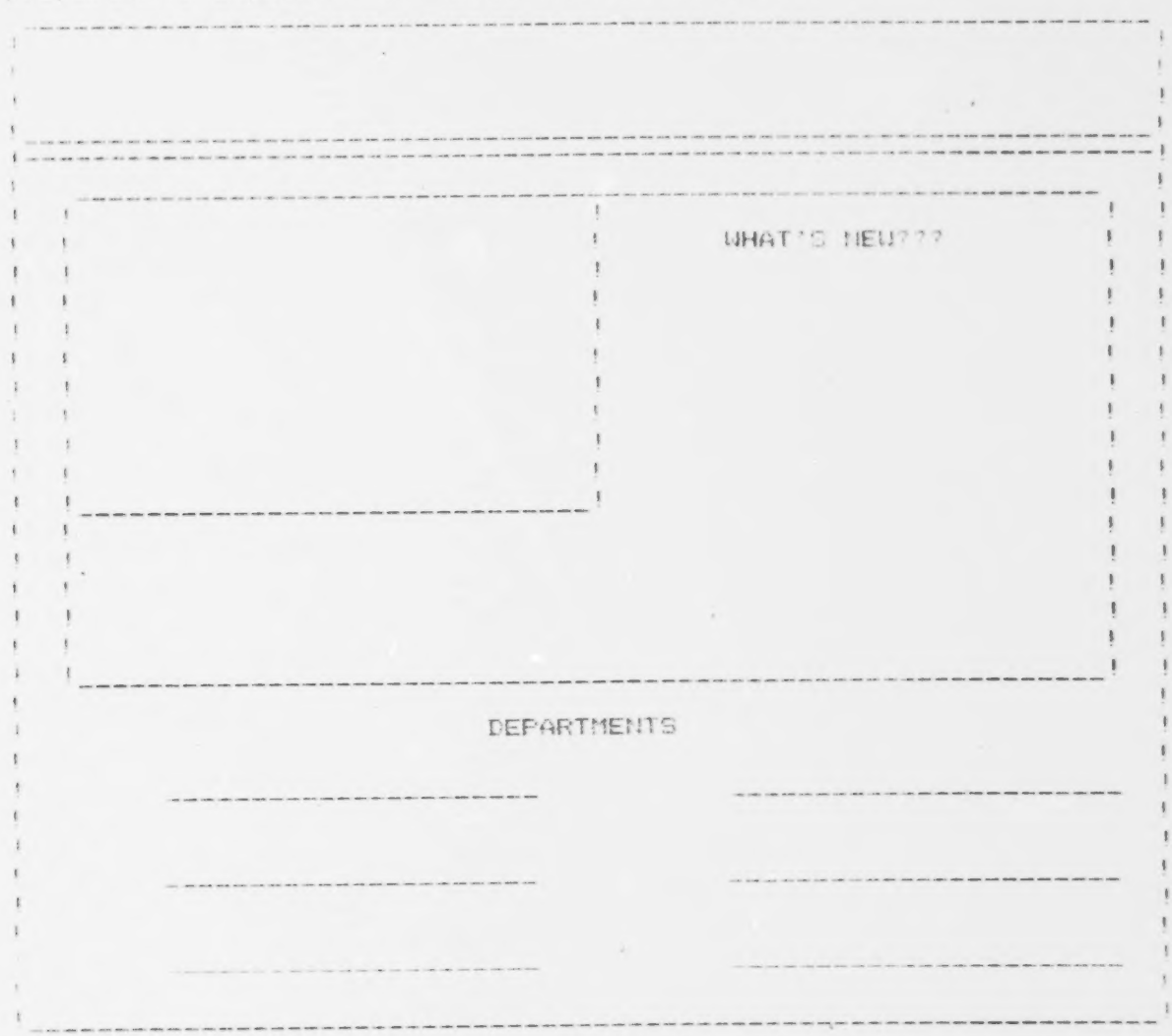
4. Work has been an important part of the monastic lifestyle for centuries. Research the role of work in convents/monasteries of the past. Include the reasons for work, its connection to worship/virtue and the different forms it took (scholarly, ecclesiastical, commercial). Have groups share their findings. Discuss: In what ways are the monks of Abiquiu breaking new ground? In what ways is their work in keeping with long-standing monastic traditions?
5. What groups, besides monks, might benefit from a "home page" on the Internet? Distribute copies of the HANDOUT (pg 3) and challenge groups to design a "home page" for a specific group (rural farmers, international service personnel and families, forest rangers, etc.). Groups should draw in a name and logo for the page and conduct research to find a recent event, discovery or invention to feature in the WHAT'S NEW??? box. Next, ask groups to draw icons and list activities, databases and other useful features under DEPARTMENTS. Have groups share their pages and explain their choices to the class.

THE ECOLOGY: GREEN OLYMPICS

6. Provide groups with copies of the HANDOUT (pg 4). They will use these when researching "green" materials/methods related to the activities associated with preparing for and hosting the Olympic Games. Have groups record these then give specific ways these technologies could be applied to the 1996 Olympic Games in Atlanta. Ask groups to consider the cost, time factors and feasibility of their "green" alternatives and draw up a list of recommendations for the city of Atlanta.

DESK: AT HOME ON THE 'NET

DIRECTIONS: Use the template below to create a "home page" for a group of people who share interests but may have limited access to each other or to traditional sources of information. Draw a name and logo for your home page at the top. In the WHAT'S NEW??? box, draw a graphic and write the text for an article on a new technology or discovery that would interest your group. Under DEPARTMENTS, draw icons and list activities, categories of information, searchable databases, etc., that your group would find useful. Be prepared to explain your "page" to the class.



BEST COPY AVAILABLE

THE GREENING OF
STUDENT HANDOUT: THE OLYMPICS

DIRECTIONS: Below are several activities that are part of preparing for and hosting the Olympic Games. For each, conduct research to find "environmentally-friendly" methods and materials related to that activity. List these in the GREEN CHOICES column. Next, in the OLYMPIC APPLICATIONS column, write specific ways green alternatives could be used in Olympic preparation and during the Games.

ACTIVITY	GREEN CHOICES	OLYMPIC APPLICATIONS
CONSTRUCTION		
ENERGY		
WASTE		
TRANSPORTATION		
PUBLIC RELATIONS AND EDUCATION		

Consider the desirability and/or practicality of implementing some of your ideas for the 1996 Olympic Games. Which ideas do you think would cost the most to put into practice? Which techniques could or should Atlanta implement between now and next July? Draw up a list of recommendations for the city's Olympic Games committee.

Tuesday, July 25, 1995

ANCHOR DESK

****

* Wave hello to Lady Liberty! And take your first steps on the shores of America! Turner Adventure Learning examines the American immigrant experience with a live, interactive field trip Oct. 19-20. For more information, call 1-800-639-7797. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.N. forces take up their position on the mountains above Sarajevo.	4:35
AROUND THE WORLD	3	Suicide bomb shatters Tel Aviv's calm... Shannon Faulkner moves a step closer to Citadel admittance...	:45
WHERE IN THE WORLD?	4	About one fifth of the world's population lives in this country...CHINA.	1:00
INTERNAT'L DESK	5	Dance fever has struck Beijing, China.	2:35
LOOK AHEAD	6	Thursday: BACKYARD UNIVERSE	:25
F.Y.I.	7	Since 1970, the number of interracial couples in the U.S. has tripled.	:30
AT ISSUE	8	"Project RACE" proposes to give multi-racial children their own classification.	3:25
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Mount Igman Bihac Alexander Buha "Project RACE" multiracial

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: U.N. RAPID REACTION FORCE IN BOSNIA DIGS IN

1. Why are U.N. forces entrenched in the mountains above Sarajevo? What can they observe from that vantage point? Why is it so important that their convoys be allowed to proceed undisturbed?
2. How is this deployment of U.N. troops different from previous actions undertaken in Bosnia? Have students work in groups to gather information summarizing the U.N. peacekeeping effort in Bosnia to this point. Share findings. Have the groups work together to create a timeline of U.N. action in Bosnia. Post the timeline in the classroom and have students refer to it as they discuss the unfolding events in Bosnia.
3. In the video, we are told that the government-held enclave of Bihac is under fire on four fronts and that Croatia says it may intervene in this battle. Ask students to consider (a) what outside interests could enter this conflict and (b) what impact their entry would have on the war.
4. How does Serbian official Alexander Buha interpret this latest military action by the U.N.? According to Mr. Buha, why are the Serbs justified in their attacks against the safe havens? Ask: If you were a representative to the United Nations, and Alexander Buha came before you to present the Serb point of view, how might you respond? Have students write essays that explain their reactions.

AT ISSUE: RACIAL CLASSIFICATION

5. Have students define "interracial" and "multiracial" then ask: How are multiracial children classified now? Do all multiracial persons classify themselves in the same way? Explain.
6. Why are racial classifications used? What are the U.S. government-recognized racial designations? Encourage students to explore the ways classification by race affects their lives. Divide students into groups and distribute the HANDOUT (pg 4). Review this segment with groups, then ask team members to work together to determine under what circumstances and to what purposes racial designations are used. Reconvene the class to share, compare and analyze the groups' findings. Discuss the possible impact the use of "multiracial" as a classification would have on society.
7. Have groups of students conduct research to determine which six U.S. states have recognized the "multiracial" label. Then have each group (a) choose one of the six states, (b) research its demographics to create a population profile of that state and (c) present its profile. What aspects of that state's demographics may have played a role in the passage of the "multiracial" classification? Discuss.

DESK: CHINA BOOGIE

1. BEFORE VIEWING: Discuss the social, political and cultural climate of the U.S. in the '70s. Create a timeline of the most significant events of that era. What role did dancing play?

2. AFTER VIEWING: Lead students in a discussion of 20th century China. Ask: What changes in the social and political climate of China are depicted in the video? Draw comparisons between China in the video and 1970s U.S.

3. Compare Mao Tse-tung's China with the China in the video. What political import would an observer and/or student of Chinese culture place on the changes that have occurred in the way the Chinese entertained themselves? Explain.

4. How much does an evening of disco cost? What percentage of the average worker's monthly salary does this amount represent? Have students estimate what percentage of their allowances and/or earnings is spent on entertainment. Then have them ask a parent/guardian about what percentage of the family budget is spent in like fashion. Compare the percentages in class.

5. As stated in the video segment, Chairman Mao warned of the dangers of "spiritual pollution." Engage the class in a discussion of what he meant by this phrase. Ask: Are there other cultures/leaders from whom a similar statement could have been made? Explain.

6. Divide the class into groups. Have students investigate Mao Tse-tung's philosophy regarding cultural pursuits and the period in China's history known as the Cultural Revolution: What role did Chinese youth play? What were its short-term and long-term effects? Challenge each group to present to the class an approximation of the kind of cultural pursuit that would have been allowed during the Cultural Revolution.

7. Divide the class into groups, each of whom will choose one country and prepare a presentation on its recreational or diversionary activities. What do that nation's people do to unwind? How do their activities help them release tension and stress? In class, have students compare their diversions with those of people in different cultures.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Beijing disco "Techno" music Chairman Mao "spiritual pollution"

STUDENT HANDOUT: RACIAL CLASSIFICATION

DIRECTIONS: Racial classification appears on all kinds of documentation, from birth to death. Working in your group, record under what circumstances and to what purpose racial designations are used and the impact the addition of "multiracial" would have on society. Discuss your findings as a group.

SOME FORMS REQUESTING RACIAL DESIGNATION:

IMPACT ON EDUCATION:

IMPACT ON BUSINESS:

IMPACT ON POLITICAL LIFE:

Wednesday, July 26, 1995

ANCHOR DESK

****
* Explore the immigrant floodgate of the early 20th century on an *
* electronic field trip to Ellis Island, Oct. 19-20. Find out why *
* they came and how their arrival and migration has been so *
* influential in our nation's history. Call 1-800-639-7797. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
*****NOTE: THE ACCOUNTS GIVEN IN TODAY'S TOP STORY MAY BE DISTURBING TO SOME STUDENTS. TEACHERS MAY WISH TO PREVIEW.****			
TOP STORY	2	Bosnian Serb leaders are indicted for war crimes, while their army marches into Zepa.	6:33
AROUND THE WORLD	3	A blast rips through a Paris Metro train packed with commuters.	1:35
TAKING CARE OF BUSINESS	4	Telecommunications, Inc., agrees to buy Viacom's cable TV holdings.	:35
BUSINESS DESK	5	New York City's SoHo district is becoming the hub of the multimedia industry.	2:30
NEWSQUOTE	6	"Beauty is in the eye of the beholder." --Margaret Wolfe Hungerford	:20
ROCK ART	7	Boulders are this woman's best friend.	2:07
CLOSE	8		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

Zepa UNProFor Gen. Ratko Mladic genocide war crimes
St. Michel forensic experts "Silicon Alley" cyberspace
SoHo industry clusters virtual reality designer boulders

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for class-room use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: WAR IN BOSNIA

1. Why has much of the civilian population of Zepa fled to the woods? What U.N. action are the citizens of that former safe haven demanding? Do you think it likely their demand will be met? Why/Why not?
2. What individuals have been indicted by the Yugoslav War Crimes Tribunal? How are the newly-named "war criminals" reacting to these indictments?
3. What are "war crimes"? Why does the international community label certain actions "crimes against humanity" and how are the accused put on trial? In groups, have students conduct research to find out more about the "standards" the global community sets for its members, even in time of war. After groups share their findings, ask: Do you think it is worthwhile to establish and enforce standards of behavior, even for warring parties, or is this action purely political? Discuss.
4. Distribute copies of the RESOURCE (pg 4) to students. Ask volunteers to read aloud about Bosnia's "safe havens," their origin and current status. Have students identify the safe areas on a map of the region. In a class discussion, evaluate the "safe haven" policy. Has it accomplished any of its goals? What might leaders have done differently to make this plan more successful? Have students make predictions on the future of the enclaves. What options are available at this point in time? Keep the RESOURCE as a classroom reference and have students update the information to reflect status changes.

BUSINESS DESK: SOHO, A NEW "INDUSTRY CLUSTER"

5. According to the video, why is SoHo "the perfect place to be" for those in the multimedia industry?
6. What is an "industry cluster"? Distribute the HANDOUT (pg 3). Have each group of students research each location given to find out what kinds of industries cluster there and list a few specific corporations for each site. Have groups share their data. Challenge each group to choose one cluster location and find out how it became a center for those kinds of industries. Conclude with an examination of your own region: Is it/could it become an industry cluster? If so, to what industries is it ideally suited? Why? Discuss.

BACKYARD BOULDERS

7. Challenge groups of students to come up with other ways to decorate using nature. They may choose to create small scale models of houses or rooms using materials they find locally or draw their designs. Allow groups to hold an exhibit featuring their designs and have each group present its work. Besides aesthetic value, are there any other benefits to decorating with natural materials?

July 26, 1995 (3)

INDUSTRY DESK: "CLUSTERS"

DIRECTIONS: Each location listed below is a well-known industry "cluster," that is, a place that has become famous for the kinds of businesses that are located there. For each site, list the industry(ies) that has/have made it famous. Then list a few specific corporations that make that location their "business home."

LOCATION	KINDS OF INDUSTRY(IES)	SPECIFIC CORPORATIONS
Detroit		
Silicon Valley		
Hollywood		
Antwerp		
Geneva		
Paris		

Compare your information with that of other students. Choose one industry "cluster" location and find out how it came to be a center for that business. Could your region become/is it an industry "cluster"? What kind of industry is best suited for your area and why?

STUDENT RESOURCE: BOSNIA'S "SAFE HAVENS"

Bosnia's safe areas were formed in the spring of 1993, after the city of Srebrenica almost fell to Bosnian Serbs. These havens were designed by Western allies to protect Muslim civilians.

When the safe areas were formed, U.N. Secretary Boutros Boutros-Ghali warned the U.N. Security Council that additional troops would be needed to adequately protect the enclaves and deter Serb attacks. Boutros-Ghali estimated that a minimum of 7,600 soldiers would be needed, even if the warring parties agreed to demilitarize. If the combatants did not agree to lay down their weapons, he predicted, "approximately 34,000 additional troops would be required."

The West agreed on the politically and economically cheaper option of sending the lesser number of troops, but actually sent a smaller contingent than that. When the warring sides did not put down their weapons, the lightly armed and thinly spread U.N. peacekeepers put up a poor defense. Muslims used the safe havens as home bases for guerilla raids. Meanwhile, Serbs viewed the safe areas as part of their territory, besieging and attacking them. When NATO responded with retaliatory air strikes, the Serbs used U.N. personnel as human shields. In July 1995, the enclaves began to fall. Below is the status of the designated "safe areas" as of July 25, 1995:

SAFE AREA:	STATUS:
Bihac	65,000 refugees, 1,243 U.N. troops from Bangladesh and Denmark
Gorazde	60,000 refugees, 276 U.N. troops from Norway, Ukraine, the United Kingdom
Sarajevo	140,000 refugees, 6,530 U.N. troops from Egypt, France, Russia, Ukraine
Srebrenica	fell to Serbs, July 1995
Tuzla	252,000 refugees, 1,428 U.N. troops from Jordan, Norway, Sweden, Pakistan
Zepa	fell to Serbs, July 1995

----------CNN NEWSROOM: RELIABLE RESOURCE----------

Tom Post, et. al. "For Shame." NEWSWEEK, 7/31/95, pg. 25.

Thursday, July 27, 1995

ANCHOR DESK

****
* They dared to dream, and fled their homelands. The face of America was forever changed. Take your students on an Electronic Field Trip to Ellis Island, Oct. 19-20, to help them understand why America is known as a "melting pot." Call 1-800-639-7797. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The pictures and stories of evacuees from Zepa have prompted the Senate to send a strong message to the White House, to the allies and to Bosnia.	5:45
HEADLINES	3	NASA MAY DELAY ENDEAVOUR'S AUGUST 5TH LAUNCH.	:30
SCIENCE DESK	4	Spotting the Russian space station Mir is easy and you can do it from your backyard.	3:00
GLOBE UPDATE	5	The question: How does human influence on the environment affect weather patterns?	1:30
DID YOU KNOW?	6	Linguists estimate there are about 6,000 languages spoken around the world.	:20
LANGUAGE LINEAGE	7	A controversial new theory implies that once there was just one language.	2:40
CLOSE	8		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

evacuees	veto-proof	non-partisan	O-Ring	satellite
orbit	Mir	weather patterns	air currents	Nostradic

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: THE U.S. AND THE CONFLICT IN BOSNIA

1. Summarize the content of the Senate bill described in today's TOP STORY. What are U.S. Pres. Clinton's options if the House also passes the bill? What factors are likely to influence his choice? Using the TOP STORY and other sources, have students list and discuss arguments for and against the bill.

SCIENCE DESK: BACKYARD UNIVERSE

2. BEFORE VIEWING, create a class list of all the sights students have observed in the night sky. Which were the most exciting to discover? Why? AFTER VIEWING, have students discuss reasons amateur astronomers are excited about looking for human-made satellites.
3. Have students follow the tips on STUDENT HANDOUT (pg 3) to set up their own "Sky Watch." Based on their experiences and comparisons of their observations, what characteristics must an astronomer have? Is it a career they would consider? Explain.

GLOBE UPDATE: CLIMATIC HIGHS AND LOWS

4. Monitor temperature changes over the course of a week. Assign each group a time of day to note the temperature, then pool all groups' readings to obtain daily "highs" and "lows." After seven days, have groups chart the week's temperature data. At what time of day is it usually the hottest? the coolest? Why? Have groups consult weather almanacs and other sources to obtain temperature data from previous years. Is the weather for this week typical? Has the average temperature changed in the last 70 or 80 years? Explain.

LANGUAGE LINEAGE: A COMMON "MOTHER TONGUE"?

5. On what do linguists base their theory of a single language? How do they account for the existence of many languages today?
6. Obtain diverse samples of written English (e.g., a recent news article, 19th century poem, science text) and assign groups one sample each. Distribute the HANDOUT (pg 4) and ask groups to record 15 words from the sample as directed, using dictionaries to find each word's original language and form. Next, have groups research one of these languages. What historical event(s) caused English to borrow from that language? Share results and note correlations between texts' composition date or subject matter and their etymology. Do certain kinds of texts favor one language source? Explain.

EXTENSION: Have groups pool their research to create a timeline depicting key events/periods in which other languages contributed to English. Include examples of words that were added.

7. Using etymological dictionaries, have groups:
   a. find words whose meanings have changed over the years (e.g., "silly" once meant "blessed" and "nice" once meant "ignorant");
   b. write sentences showing a word's changing usage over time;
   c. share their sentences, and have their classmates guess the older meanings from context cues.

July 27, 1995 (3)

STUDENT HANDOUT

DESK: BACKYARD UNIVERSE

DIRECTIONS: Follow these tips to map your backyard universe.

SET UP: Where: Look for a dark area with a broad horizon.
When: Before dawn or just after sunset on a clear night
How: Find a comfortable lounge or nice grassy spot to lie on so your neck won't become stiff. Work with a friend to make keeping track of sightings easier.
Tools: Paper and pen (1" or 1/2" graph paper is excellent)
Star map

BEGIN: Use major constellations as locators to map satellite paths.

BIG DIPPER: In the north, you should look for the big dipper, or URSA MAJOR. Its seven stars form a dipper, or ladle shape, that will help you find the NORTH STAR.

LITTLE DIPPER & NORTH STAR: Follow a straight line with your hand away from the two stars in the end of the big dipper's bowl. The "pointer stars" point to the NORTH STAR at the end of the handle of the little dipper.

HERCULES is at 90 degrees

SAGITTARIUS is a "teapot" on the Southern Horizon

INDICATE MOVING OBJECTS:

AIRPLANES move in a straight line and are seen as red blinking lights.

METEORS, or "falling" or "shooting" stars, streak through the sky. On almost any clear night you can see 3-4 meteors an hour. The next meteor shower will occur on August 11.

SATELLITES move quickly across the sky in a single direction. They look like stars, but do not twinkle.

COMPARISON AND ANALYSIS:

Compare your maps with others in your class. What accounts for differences in observations of fixed and moving objects?

CHALLENGE: Search the Internet to find more information on satellites and spacecraft.

1. Based on times of sightings and direction discover which satellites you have observed.
2. Create a classroom calendar that will pinpoint dates of local satellite sightings. Then go out and OBSERVE!

BEST COPY AVAILABLE

STUDENT HANDOUT: ORIGINS OF ENGLISH

DIRECTIONS: Part I. Circle every 5th word of your writing sample, skipping over proper nouns and duplicates until you have 15 words. List them in the WORD column below. Using a dictionary, find the origin of each word (e.g., Old Norse, French, Latin) and record it under the ORIGIN heading. In column 3, write the original form of the word as indicated in the dictionary.

WORD	ORIGIN	INITIAL FORM
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Part II. Choose one of the languages above that contributed to English and research the reasons for its influence. What historical event(s) caused its words to enter the vocabulary of English?

BEST COPY AVAILABLE

Dat : Thu, 3 Aug 1995 10:59:57 -0400
From: Janet LaFrance <janet@ericir.syr.edu>
Subject: Jul 28 Classroom guide

Friday, July 28, 1995

ANCHOR DESK

* Wave hello to Lady Liberty! Take your first steps on the shores of America! Turner Adventure Learning examines the American immigrant experience with a live, interactive Electronic Field Trip, October 19-20. For more information, call 1-800-639-7797.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	U.S. and South Korean Presidents dedicated a memorial to the U.S. dead -- 42 years after the end of the Korean War.	5:30
THIS DATE	3	July 28, 1945: U.S. Senate ratifies the United Nations Charter.	:20
EDITOR'S DESK	4	-Paris officials narrow suspect list on Metro bombing. -U.S. Pres. Clinton opposes Senate decision to lift unilaterally the arms embargo on Bosnia; meanwhile, 2,000 Croat troops move north of Bihac.	3:05
QUOTE	5	English poet A.H. Clough...on competition	:20
FUNKY FRIDAY	6	More than 200 contestants ran, paddled and swam in the all-women's lifeguard tournament.	4:00
CLOSE	7		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

memorial "forgotten war" armistice arms embargo Bihac Croats

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY: REMEMBERING THE "FORGOTTEN WAR"

1. Why is the Korean war known as the "forgotten war"? In what ways did the war's outcome shape public attitudes about it? Describe the memorial, its symbolism and meaning for veterans.
2. Research relations between North Korea, South Korea and the U.S. since the war's end. Have groups write diplomatic "status reports," explaining where the three stand in relation to one another and listing likely "next steps."

EDITOR'S DESK/NEWSQUIZ

3. Divide the class into groups and provide each one with a copy of the NEWSQUIZ (pg 4). Challenge groups to demonstrate their knowledge of news makers and recent events in the Bosnian conflict by writing sentences using the terms listed. Each sentence should contain one term from COLUMN A and one term from COLUMN B. Set a time limit and see how many true statements groups can generate. They may use each term in more than one sentence. ANSWERS WILL VARY.

EXTENSION: Distribute copies of the student-generated sentences to groups. Assign one term apiece and have groups write news stories based on the class's sentences using that term. Create a "Bosnia Update" news program and "broadcast" groups' stories.

FUNKY FRIDAY: FEMALE LIFEGUARDS GO THE DISTANCE

4. Describe the events in the all-women tournament. In what ways do these events test skills the women use in their work?
5. Invite a lifeguard or swim instructor to speak to the class on training/skills necessary to become a lifeguard and on water safety in general. Afterwards, have groups create posters or brochures on safe swimming. Have them list local organizations that provide swimming instruction and/or lifeguard certification. Post these around the school.
6. Challenge groups to compare/contrast "real life" to TV or movie depictions of careers. Have groups research one profession (e.g., police officers, doctors, lawyers) and its dramatization and make lists of both realistic and inaccurate details. If possible, groups should interview people in the profession for additional ideas. Share results. How accurate are the shows or movies groups viewed? How do they account for discrepancies between "real life" and "Hollywood"?

MEDIA LITERACY: LANGUAGE OF WAR

7. In reporting a war, what impact does a reporter's descriptive language have on a viewer's or reader's interpretation of events and subsequent position on that war? Distribute the HANDOUT (pg 3) and instruct students to monitor war reporting, noting words/phrases/descriptions that appear to be written to garner support/sympathy for a particular side in a conflict. On completion, divide the class into two groups representing opposing sides in a war. Each side will write a version of a news story designed to sway the reader to its side.

STUDENT HANDOUT:
MEDIA LITERACY: LANGUAGE OF WAR

DIRECTIONS: Monitor war reporting by several media, noting words, phrases and descriptions that appear to be written to sway a person to support a particular side in a conflict. Write these below and interpret and analyze the author's intent.

==========

MEDIA: _____

LANGUAGE:

ANALYSIS:

==========

MEDIA: _____

LANGUAGE:

ANALYSIS:

==========

MEDIA: _____

LANGUAGE:

ANALYSIS:

07/28/95 (4)

NEWS MAKERS IN BOSNIA

DIRECTIONS: Demonstrate your knowledge of the situation in Bosnia, the key people/groups and their actions during the past week. Write sentences describing recent events in the Bosnian conflict using the names/terms below. Use one term from COLUMN A and one from COLUMN B in each sentence. See how many true statements you can generate. (You may use terms more than once.) Use the back if necessary.

COLUMN A TERMS	COLUMN B TERMS
U.S. Pres. Clinton	Srebrenica
UNProFor	Radovan Karadzic
refugees	Gen. Ratko Mladic
Bosnian Serbs	Muslims
Yugoslav War Crimes Tribunal	arms embargo
U.S. Senate	"safe havens"
NATO	Zepa
rapid reaction force	Sarajevo
air strikes	French peacekeepers
Bosnian Government	Gorazde

STATEMENTS:

Monday, July 31, 1995

ANCHOR DESK

****

* Explore the immigrant floodgate of the early 20th century on an electronic field trip to Ellis Island, Oct. 19-20. Find out why they came and how their arrival and migration has been so influential in our nation's history. Call 1-800-639-7797. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Russia and Chechnya have reached a military agreement but not on Chechen independence.	2:30
HEADLINES	3	U.N., CROAT SERBS REACH AGREEMENT: CHICAGO COOLING CENTERS HELP "BEAT THE HEAT": PARTIES BATTLE OVER 35-YEAR-OLD MEDICARE PROGRAM.	1:30
AROUND THE WORLD	4	Archaeologists search Chinese ruins.	:30
FUTURE DESK	5	A disabled man has designed a unique home automation system for the disabled.	2:35
LOOK AHEAD	6	Tomorrow: International Desk: Japan Aging	:25
AGENDA: EARTH	7	U.S. uses 531 pounds of paper per person every year.	:25
ECOLOGY	8	New Yorkers count their trees.	2:25
WHAT'S NEW	9	New record set for "towering" Legos blocks.	:30
OUR WORLD	10	Go to camp! Play Rock 'n Roll! Be a Star!	2:20
CLOSE	11		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

Boris Yeltsin Dzhokar Dudayev quadriplegic robotics census

COPYRIGHT (C) 1995 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1995 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY: RUSSIAN/CHECHEN MILITARY AGREEMENT

1. What are the terms in the military agreement reached between Russia and the breakaway province of Chechnya? What issue is still left to be resolved? Discuss the importance of this issue, then ask: In your opinion, is the military agreement a guarantee of peace? Explain.

FUTURE DESK: A NEW FUTURE FOR THOSE WITH DISABILITIES

2. Discuss the following quote from the FUTURE DESK: "The more independent I can be, the better my life is going to be." Why is independence more difficult for disabled people to achieve? Why is it important?

3. Provide groups with the HANDOUT (pg 3). They should research new developments in voice-activated controls/robotics and apply these technologies to assist people with disabilities.
   a. Top box: redesign an existing appliance to make it voice activated.
   b. Lower box: create a new robotics device that would prove useful to the disabled.
   Share designs in class.

4. Redesign a public or commercial space (e.g., restaurant, retail store, library) to reflect the future of voice activation and robotics. How might these technologies make the places more "user-friendly" for all patrons? Create newspaper/TV "grand opening" ads touting futuristic businesses or services.

OUR WORLD: CAMP FOR ROCKERS

5. Divide the class into groups based on shared interests/hobbies and challenge them to design specialized camp programs (e.g., music, art, theater, sports). Groups should decide on entrance requirements, location, possible classes/workshops and final projects/tournaments. Have groups write informational brochures describing their camp programs and "send" these to the class. At which camps do students think they would learn the most? Which ones sound most fun? Why?

THE ECOLOGY: TREE CENSUS TAKERS

6. Describe the scope and purpose of New York City's tree census. How is it expected to benefit the city and its inhabitants?

7. In groups, have students find out what kinds of trees grow near the school and mount leaf samples for future reference. Map out the walking distance around the school and distribute the HANDOUT (pg 4). Assign each group a designated census-taking area, noting the number and kind of trees in each. When all data is collected, have each group create a visual display of its census area with a key denoting the kinds of trees found.

EXTENSION: Invite a forester or other tree expert to class to discuss the environmental conditions relating to local trees. Based on the expert's discussion, have students project which area's trees might fail to thrive and why.

July 31, 1995 (3)

TECHNOLOGY FOR THE PHYSICALLY CHALLENGED DESK:

DIRECTIONS: Research voice control and robotics technologies. How could advances in theses improve independence for quadriplegics and others who cannot use hand-controlled devices? TOP BOX: Redesign an appliance you have in your home to make it voice activated. LOWER BOX: Invent a new machine/appliance using robotic technology that would prove useful to the disabled. Prepare to share your designs with the class.

DEVICE/APPLIANCE _____

DESIGN MODIFICATIONS FOR VOICE CONTROL	INSTRUCTIONS FOR USE/ SAMPLE VOICE COMMANDS

NAME FOR NEW ROBOTIC INVENTION _____

DESCRIPTION OF FUNCTIONS	DIAGRAM/DRAWING

***** ** ** *
* * * * * *
* * * * * *
******** ** **

STUDENT HANDOUT: TREE CENSUS

DIRECTIONS: Take a census of the trees in your designated area around your school. Familiarize yourselves first with the kinds of trees in your locale, then work with your group to identify and count the number of trees in your area.

AREA # _____

TREE (KIND)	HOW MANY	ENVIRONMENT (traffic, animals, etc.)